Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#		Amendment #
Sheldon I S D		101924	C. E. King High School		

Vendor ID #		ESC Region #	US Congressional District #		DUNS #	
		4	29th		098202260	

Mailing address		City	State	ZIP Code
11411 C. E. King Parkway		Houston	TX	77044

Primary Contact

First name	M.I.	Last name	Title
Brenda	J	Emanuel	Director of Grant Development
Telephone #	Email address		FAX #
281-831-5398	brendaemanuel@sheldonisd.com		281-727-2034

Secondary Contact
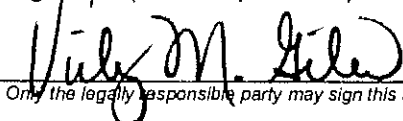
First name	M.I.	Last name	Title
Joan		Bowman	Associate Superintendent
Telephone #	Email address		FAX #
281-727-2046	joanbowman@sheldonisd.com		281-727-2093

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Vickey	M	Giles	Superintendent
Telephone #	Email address		FAX #
281-727-2006	vickeygiles@sheldonisd.com		281-727-2085

Signature (blue ink preferred)	Date signed
	5/1/14

Only the legally responsible party may sign this application.

701-14-107-089

Schedule #1—General Information (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101924	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101924	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 101924	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101924	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 101924	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Sheldon ISD is applying for the available grant funds because many of our students and their families lack adequate funds to acquire needed learning technology and access to the internet. The goal of the Technology Lending Program is to expand learning opportunities beyond the school day using electronic instructional resources. This process will be the catalyst having a positive impact on student engagement and academic performance.

Pilot Technology Lending Program- Students in grades 9th to 10th enrolled in the Sheldon Early College High School (ECHS) currently have access to a lending program that provides them the needed technology to complete their homework assignments and to explore topics in further depth. This pilot program has been deemed a success based upon the fact that 80% of the 9th grade students passed the English I EOC, 65% passed the Writing, and 96% passed Algebra I EOC. The English Language Learners scored 50% passing in English, 50% in writing, and 100% in Algebra I. These goals complement and strengthen the demonstrated goals of Sheldon ISD by supporting the efforts to engage students through various learning styles, enhance instruction in the classroom, engagement of students and staff with ethical use of technology and digital citizenship, offer home computer/internet accessibility/connectivity for digital content, and support collaboration between teachers and students.

Proposed Expansion of *Bring Your Own Device Program*- Due to the success of the pilot technology lending program, the district plan to expand the program through the proposed Technology Lending Program as follows: (a) C. E. King High School – Ninth (9th) grade English Language arts students. There are currently 220 laptops that can be used by these high school students; however, the students have limited or no access to internet services during out-of-school hours. The laptops and internet services will allow the students to participate in the "Flipped Classroom" learning process. Approximately 15% of their families cannot afford to purchase internet services for their homes. (b) Null Middle and C. E. King Middle Schools – Students attending these two middle schools will benefit from the lending program in grades 6th through 8th as Chromebooks will be made available to students identified as lacking access to the necessary devices with limited or no internet services in their homes. These Chromebooks will be used to implement a "Flipped Classroom" exploring various electronic instructional materials to improve student academic performance in English Language Arts and mathematics with a focus on English Language Learners.

Budget – The attached budget was developed in conjunction with the Director of Instructional Technology, Director of Technology Infrastructure, Technology Data Specialist, Campus Instructional Technology Specialist, Director of Grant Development and Compliance, Principal, Instructional Coach, and two teachers along with the district's central accounting system. Input for program implementation was provided by classroom teachers, instructional specialists, and students. The data collection process included face to face meetings and surveys to determine program cost. Sheldon ISD is confident that the amount requested is adequate to fund the needs of the Technology Lending Program which will ultimately produce positive results. The findings concluded that funds are needed for laptops at the two middle schools and to cover the cost for internet services for approximately 60 to 75 students at the two middle schools and at C. E. King High School. Eighty percent of the awarded funds will be spent within the first two months of the grant.

Relationship of demographics to purpose and goals of the grant – The students targeted for participation will be comprised of the following demographic population: 64% Hispanic, 25% African American, 9% white, and 2% other with 79% economically disadvantaged and 20% LEP. The district's poverty rate is 27% according to the latest census data. As a result, the students to be served by the grant are from an under-represented population preventing them from receiving equal access to electronic instructional materials as students in more affluent communities where additional funding is not warranted.

Needs assessment process – Each school year, the district-level committee uses feedback from survey and evaluative instruments to develop, evaluate, and revise the District Improvement Plan for the purpose of improving performance for all student populations. An evaluation of programs, initiated at the district level, is also facilitated to determine the overall effectiveness towards student achievement. This process was designed by the Associate Superintendent of Instructional Services with campus principals expected to adhere to the process prior to the beginning of each school year. The campus site-base team participates in the process of completing the program evaluation process to identify program strengths and weaknesses that will lead to determining which programs to continue, which programs to modified and adjusted, and lastly, which programs to discontinue. Survey results showed a huge deficient regarding the availability of technology and internet services in the home. Therefore, this became our target to support learning.

Management plan – The technology lending program will be closely managed and monitored by the Coordinator of Digital Learning. The Instructional Technology Specialist on each campus will report directly to the Coordinator of Digital

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 101924	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Learning. This team will assist in the implementation process providing direct support to teachers and students. The team will meet monthly to review processes and procedures, to analyze progress and program effectiveness that will facilitate necessary changes and adjustments to the program. The Coordinator of Digital Learning will report updates to the Director of Instructional Technology and Director of Technology Infrastructure detailing progress of the programs. Issues will be addressed in a timely fashion to ensure program success.

Evaluation – The Coordinator of Digital Learning along with the Campus Instructional Technology Specialists will collect the necessary data that will include the following: curriculum based assessment results, STAAR results, student Attendance records, promotion rate, discipline files, Google.doc storage size per individual student, and survey information completed by teachers, parents, and students each semester. The team will use the data to complete a SWOT (Strengths, Weaknesses, Obstacles, and Targets) Analysis response sheet to assist with making recommendations to ensure program quality. The recommendations will be presented to the Technology Advisory Committee consisting of the Associate Superintendent, Director of Grant Development and Compliance, Director of Instructional Technology, Director of Technology Infrastructure, and campus administrator, parent, student, and business and community representatives for additional feedback and as an aid in gaining insight from all stakeholders. The Advisory Committee will convene quarterly to ensure adequate monitoring and progress is being made to achieve the projected goal of increasing academic achievement in English Language Arts and mathematics by 3% each school year.

Address of statutory requirements – The funds will be used to purchase a total of 75 Chromebooks for each middle school with 25 designated for the modeled flipped classroom, 25 for teachers to checkout for special classroom assignments as they practice implementing the flipped classroom, and 25 for students to check out from the general population with English Language Learners having priority. An additional 25 Chromebooks will be designated to serve students participating in the SPARK program which supports over-aged eighth grade students at-risk of dropping out of school from both middle schools. The students will be able to check out the devices to work from school to home using electronic instructional materials to enhance the instructional process. This equates to purchasing a total of 175 Chromebooks. Grant funds will also be set aside to cover the cost of providing internet access in the home of students who meet eligibility at the two middle schools. We are also going to designate enough funds to cover the cost of providing Internet services for students at C. E. King High School who currently can't afford it and meet the eligibility requirements. The Director of Grant Development and Compliance will establish a monitoring process to ensure compliance to all statutory requirements.

TEA requirements – The district established a Technology Lending Grant Design Team to review all TEA requirements regarding the implementation of the lending program. The team consists of the Director of Grant Development and Compliance, the SPARK program instructor, a teacher from each of the two middle school campuses, and the Instructional Coach for English Language Arts from C. E. King High School. The team determined how each requirement will be addressed to ensure overall program effectiveness and to adhere to all required guidelines. The team will convene quarterly to review the expectations of the grant requirements along with the Coordinator of Digital Learning. The Coordinator of Digital Learning will be responsible for ensuring all devices are carefully inventoried (including serial numbers) tagged appropriately with campus name, and receives regular maintenance to maximum the overall use of the equipment. Their role will also entail the development of a Student Technology Lending Program Packet to include parent/guardian and student lending agreement addressing insurance, responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet that will be an expansion of the existing District Acceptable Use Policy for students. They will ensure students participating in the lending program will demonstrate grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. The Director of Grant Development and Compliance will establish a monitoring process to ensure compliance to all TEA requirements.

Conclusion – Sheldon ISD is committed to this project and plans to solicit funders in an effort to expand the program to purchase additional devices as well as to redefine the role of the campus Instructional Technology Specialist to support and maintain the equipment. Sheldon ISD currently has a partnership with A T & T that assisted in acquiring the devices for the ECHS. Comcast has been a strong supporter by collaborating with Internet Essentials to offer a discounted cost for internet services for students receiving free and reduced lunches.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 101924				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	$0	
Schedule #9	Supplies and Materials (6300)	6300	$100000	$	$100000	
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0	
Total direct costs:			$100000	$0	$100000	
Percentage% indirect costs (see note):			N/A	$0	$0	
Grand total of budgeted costs (add all entries in each column):			**$100000**	**$0**	**$100000**	

Administrative Cost Calculation	
Enter the total grant amount requested:	$0
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$0

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101924	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		☐	$0
2		☐	$0
3		☐	$0
4		☐	$0
5		☐	$0
6		☐	$0
7		☐	$0
8		☐	$0
9		☐	$0
10		☐	$0
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service:	☐ Yes, this is a subgrant
Describe topic/purpose/service:	

	Contractor's Cost Breakdown of Service to Be Provided	Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	$0
	Contractor's subgrants, subcontracts, subcontracted services	$0
	Contractor's supplies and materials	$0
	Contractor's other operating costs	$0
	Contractor's capital outlay (allowable for subgrants only)	$0
	Total budget:	$0

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Schedule #8—Professional and Contracted Services (6200)	
County-District Number or Vendor ID: 101924	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
Contractor's payroll costs	# of positions:	$0
Contractor's subgrants, subcontracts, subcontracted services		$0
Contractor's supplies and materials		$0
Contractor's other operating costs		$0
Contractor's capital outlay (allowable for subgrants only)		$0
	Total budget:	$0

3

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
Contractor's payroll costs	# of positions:	$0
Contractor's subgrants, subcontracts, subcontracted services		$0
Contractor's supplies and materials		$0
Contractor's other operating costs		$0
Contractor's capital outlay (allowable for subgrants only)		$0
	Total budget:	$0

4

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
Contractor's payroll costs	# of positions:	$0
Contractor's subgrants, subcontracts, subcontracted services		$0
Contractor's supplies and materials		$0
Contractor's other operating costs		$0
Contractor's capital outlay (allowable for subgrants only)		$0
	Total budget:	$0

5

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
Contractor's payroll costs	# of positions:	$0
Contractor's subgrants, subcontracts, subcontracted services		$0
Contractor's supplies and materials		$0
Contractor's other operating costs		$0
Contractor's capital outlay (allowable for subgrants only)		$0
	Total budget:	$0

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	Schedule #8—Professional and Contracted Services (6200)			
	County-District Number or Vendor ID: 101924		Amendment number (for amendments only):	
	Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

			Grant Amount Budgeted	
6	Specify topic/purpose/service:	☐ Yes, this is a subgrant		
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$0	
	Contractor's subgrants, subcontracts, subcontracted services		$0	
	Contractor's supplies and materials		$0	
	Contractor's other operating costs		$0	
	Contractor's capital outlay (allowable for subgrants only)		$0	
		Total budget:	$0	
7	Specify topic/purpose/service:	☐ Yes, this is a subgrant		
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$0	
	Contractor's subgrants, subcontracts, subcontracted services		$0	
	Contractor's supplies and materials		$0	
	Contractor's other operating costs		$0	
	Contractor's capital outlay (allowable for subgrants only)		$0	
		Total budget:	$0	
8	Specify topic/purpose/service:	☐ Yes, this is a subgrant		
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$0	
	Contractor's subgrants, subcontracts, subcontracted services		$0	
	Contractor's supplies and materials		$0	
	Contractor's other operating costs		$0	
	Contractor's capital outlay (allowable for subgrants only)		$0	
		Total budget:	$0	
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$0	
	a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		$0	
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		$0	
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$0	
	d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$0	
	(Sum of lines a, b, c, and d) Grand total		$0	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 101924				Amendment number (for amendments only):			
Expense Item Description							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					**Grant Amount Budgeted**	
	☐ Print shop fees			☐ Technology-related supplies			
	☐ Postage			☒ Other: Internet services		$12500	
	☐ Copy paper			☐ Other:			
6399	**Technology Hardware—Not Capitalized**						
	#	Type	Purpose	Quantity	Unit Cost	**Grant Amount Budgeted**	
	1	Laptops	Student checkout	175	$500	$87500	
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$0	
6399	Supplies and materials associated with advisory council or committee					$0	
	Subtotal supplies and materials requiring specific approval:					$0	
	Remaining 6300—Supplies and materials that do not require specific approval:					$100000	
	Grand total:					$100000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101924		Amendment number (for amendments only):	
	Expense Item Description		**Grant Amount Budgeted**
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:		$0
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:		$0
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:		$0
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:		$0
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:		$0
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:		$0
6429	Actual losses that could have been covered by permissible insurance		$0
6490	Indemnification compensation for loss or damage		$0
6490	Advisory council/committee travel or other expenses		$0
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:		$0
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:		$0
	Subtotal other operating costs requiring specific approval:		$0
	Remaining 6400—Other operating costs that do not require specific approval:		$0
	Grand total:		$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 101924	Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$0	
66XX/15XX—Technology hardware, capitalized					
2			$	$0	
3			$	$0	
4			$	$0	
5			$	$0	
6			$	$0	
7			$	$0	
8			$	$0	
9			$	$0	
10			$	$0	
11			$	$0	
66XX/15XX—Technology software, capitalized					
12			$	$0	
13			$	$0	
14			$	$0	
15			$	$0	
16			$	$0	
17			$	$0	
18			$	$0	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$0	
20			$	$0	
21			$	$0	
22			$	$0	
23			$	$0	
24			$	$0	
25			$	$0	
26			$	$0	
27			$	$0	
28			$	$0	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$0	
			Grand total:	$0	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101924	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	120	N/A	Attendance rate	96.8%
Hispanic	307	N/A	Annual dropout rate (Gr 9-12)	1.6%
White	43	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	10	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	379	79%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	139	29%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	278	58%	Average ACT score (number value, not a percentage)	N/A

Comments

The technology lending program proposed will allow identified students to participate in the program based on need determined by a survey that parents/students will be required to complete in August of each school year. The program will be expanded as additional funds become available. Therefore, since the participants will be determined based on information provided by the beginning of the year surveys, we will not know the specifics of the population served until the information provided by the surveys are tabulated. However, the demographics of the student population of the two middle schools identified to participate consist of the following: 64% Hispanic, 25% African American, 9% white, and 2% other with 79% economically disadvantaged and 20% LEP. So please note that the figures listed in the above table are estimates based upon the anticipated middle school participant rates. The grant funds will also support a ninth grade lending program at C. E. King High School by providing internet services in the homes of approximately 36 eligible students.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								150	150	150	30				480
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															480

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101924	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Process – Each school year, the campuses conduct their yearly comprehensive needs assessment facilitated by the site based decision-making committee which consists of campus administrator(s), teachers, parent, community member, business partner, and a student if possible. A summary of the collected data is carefully analyzed to identify strengths that enhanced the valued "teaching-learning" process and the circumstances that detracted from the same process. The data include state assessments, curriculum-based assessments (benchmarks), teacher-made assessments, most recent AEIS (TAPR) report, and surveys. The results show the implementation of strategies that focuses on student engagement, college readiness, and students overall performance is warranted. Having computer and internet access in the home can support these efforts and increase students' grades and test scores. The article *"Computer Technology"* featured in the magazine "The Future of Children" (page 123) referenced a link between computers and internet access in the home to better academic performance. The data in table #1 reflects such results supporting the need for a technology lending program at the high school and the two middle schools especially since approximately 15% do not have access to a device in the home and 10% without internet services.

Prioritization of Needs – The district established a "Bring Your Own Device Program" for students to participate in using electronic instructional materials; however it posed some barriers of limited internet access and the inconsistency of availability to access instructional resources. It has become evident that a more consistent program is necessary after examining the following data: STAAR results in English Language Arts and mathematics, District curriculum-based assessment data, discipline files, attendance records, promotion rates, survey of parents and students regarding access to appropriate devices to support learning from school to home, and student access to internet services in the home. The required data was collected at the end of each semester and reviewed and analyzed by the designed team to determine strengths, weaknesses, obstacles, and targets for improvement. Thus, based on the available data, the two middles schools were identified as having the greatest need for participating in this grant opportunity; they are Null Middle and C. E. King Middle School. The results for Null Middle School and C. E. King Middle School indicate a need for supporting students in the areas of English Language Arts (ELA) and mathematics with a primary focus on the English Language Learners (ELL) to establish a foundation for learning. (See table 1) The idea for the Bring Your Own Device Program must be enhanced with the lending grant to ensure student access to technology to attain the identified goal of increasing ELA and mathematics scores of all students especially ELL students. The projected outcome is an increase of 3% in ELA and mathematics semester grades and State assessment scores each school year.

Table 1 - 2013 STAAR DATA Percentage of Sheldon ISD students passing Reading/Writing/Math											
	State			District			Campus			ELL		
	R	W	M	R	W	M	R	W	M	R	W	M
Sheldon ISD							---	---	---	10%	8%	18%
Sheldon Early College High School (1st year to implement)	41%	32%	34%	29%	21%	25%	80%	65%	96%	50%	50%	100%
C. E. King High School							26%	19%	18%	10%	4%	7%
C. E. King Middle School							28%	14%	27%	6%	4%	17%
Null Middle School							34%	24%	31%	12%	10%	18%

The data supports the use of a lending program as a strategy having a positive impact on student performance especially for ELL students. This conclusion was drawn after reviewing the ELA and mathematics scores of students at the Early College High School as they have implemented a lending program for the past two years. C. E. King High School will also begin to implement the model in 9th grade ELA classes which will only require grant funds for internet services. Student surveys conducted at the high school and the middle schools identified approximately 60 to 75 students lacking internet services in the home. This has been a barrier that can be removed with the grant funds, which can ultimately produce a greater impact on student achievement at C. E. King High School, C. E. King Middle School, and Null Middle School. Participating in the lending program will make our students better prepared for the job market and the culture of higher learning institutions.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101924	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase student academic passing rate in English Language Arts and mathematics with a primary focus on the English Language Learners	Students will have access to various electronic instructional materials through a home/school connection that will support learning for struggling students as well as the English Language Learners.
2.	Increase teacher effectiveness to engage students in the academic process while impacting the learning by providing the necessary professional development for integrating technology via a flipped classroom.	Teachers will be able to expand learning beyond the classroom walls using instructional learning materials via technology devices and digital learning resources. Teachers will have the ability to implement strategies and methods required to promote integration of digital learning opportunities such as the "flipped classroom."
3.	Increase student access to electronic instructional materials and resources such as technology applications, interactive textbooks, google apps, etc.	The grant will provide internet access in the homes of approximately 75 students identified low income who otherwise could not afford the services while also providing technology devices to approximately 450 participants to facilitate the learning process.
4.	Increase student level of engagement by expanding learning time beyond the regular school day by incorporating the use of electronic devices as a learning tool.	Barriers would be removed providing students with access to internet service and a device to check out and to carry home allowing access to electronic instructional materials as well as to participate in the flipped classroom. It will change students' access to instructional and intervention assistance which can be available 24/7.
5.	Increase percentage of students that are college ready through applying the Advancement Via Individual Determination (AVID) strategies to the instructional process through technology applications.	Students will gain experience working with various devices and digital resources and instructional strategies that will prepare them for the modern-day expectations in higher education.

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Schedule #14—Management Plan

County-district number or vendor ID: 101924	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Dir of Grant Dev. and Compliance	Brenda Emanuel, Ed.D has been the Director of Grant Development & Compliance for Sheldon ISD for the past five years. She has eleven years managing/supporting 21st Century After School Programs as an administrator. She was also the recipient of the Texas After School Program Golden ACE Award for Administrator of the Year in 2011.
2.	Coordinator of Digital Learning	Rebecca Zalesnik has 17 years teaching Business Ed. & Technology classes, two years Assistant principal, five years principal, BA Business Adm. and MA in Education Adm. with certificates in Business Adm. and Career & Technology Ed & Technology applications
3.	Director of Instr Tech.	Denise Smesny has nine years of experience as a Dir. of Instructional Tech. and six years as a 7th grade Computer literacy teacher. Degrees include BA in Literature and MS in Instructional Technology with Certifications in Secondary English/Language Arts Composite and Principalship
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase student passing rate by 3% each semester in ELA and Math courses	1.	Provide devices for students to check out	10/06/2014	08/31/2016
		2.	Provide internet access in the home	10/06/2014	08/31/2016
		3.	Teacher training in the flipped classroom	06/09/2014	08/31/2016
		4.	Teacher training using electronic textbooks	08/2014	08/31/2016
		5.	Structure of the Professional Learning Communities	08/2014	08/2015
2.	Increase student proficiency on the Technology App. Skills by 3%	1.	Provide devices for students to check out	10/06/2014	08/31/2016
		2.	Provide internet access in the home	10/06/2014	06/01/2016
		3.	Students must become digitally proficient	10/06/2014	08/31/2016
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Increase the number of teachers implementing the flipped classroom each semester	1.	Provide professional development for teachers	06/17/2014	08/31/2016
		2.	Utilize technology specialist for modeling strategies	06/17/2014	08/31/2016
		3.	Teachers become proficient in digital instruction	06/11/2014	08/31/2016
		4.	Provide training in Edmodo 101	06/12/2014	08/31/2016
		5.	Provide training in Google Apps for Education	06/11/2014	08/31/2016
4.	Increase number of students accessing electronic instr. materials by 3% each semester	1.	Provide devices for students to check out	10/06/2014	06/01/2016
		2.	Provide internet access in the home	10/06/2014	06/01/2016
		3.	Students must become digitally proficient	10/06/2014	05/30/2016
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.	Increase 20% student storage of collaborative projects in google drive	1.	Provide training on using Google drive for teachers	08/18/2014	01/05/2016
		2.	Provide training on using Google drive for students	10/06/2014	01/09/2016
		3.	Develop system to monitor Google drive storage	07/15/2014	05/30/2016
		4.	Set up google accounts for teacher use	06/11/2014	08/31/2016
		5.	Set up google accounts for student use	09/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101924	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district uses curriculum-based assessment results as a benchmark to measure growth. Instructional coaches facilitate weekly Professional Learning Communities (PLCs) to assist teachers in interpreting the data. The teachers participate in collaborative dialogue to determine strengths and weaknesses as well as strategies to implement that will have a positive effective toward achieving the desire outcome. Team leaders also meet with their perspective departments/grade level teams weekly to discuss lesson planning, required instructional materials, best practices, task management as well as to provide moral support while striving to meet the daily challenge of focusing on the needs of all students. The team leaders are also members of the site-based team which meets throughout the school year to review goals and objectives established based on the results of the comprehensive needs assessment. The site-based team uses a participatory system charging them to identify ways to achieve different and better results in meeting the needs of all students. When warranted, adjustments are made to the current plans to ensure the learning strategies outlined in the plan are tailored to the diverse population of students through the site-base decision making team. The site-based decision making team is an effective tool for establishing a two-way communication process between administrators, staff, parents, students, business partners, and community members. Site-based decision making is being proposed by many as a worthy "tool to increase student achievement" (Fulbright, 1988, p.5). Each campus team is required to hold a yearly parent meeting to communicate goals, objectives, testing data, results from the needs assessment, and how parents can become involved. The district hosts a yearly parent conference day during the first semester of the school year where parents and teachers meet one-on-one to discuss individual student progress. Parents are provided access to the "Parental Portal" where the students and the parents are able to view student's grades, assignments, attendance, etc. The parents also have access to the district website for information purposes.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Professional Learning Communities (PLCs) are an on-going process that has been in place for a number of years to facilitate collaborative dialogue among the instructional staff. Currently, Instructional Technology Specialists (ITS) are available on each campus to provide support with technical assistance as well as how to integrate technology in the classroom. The district is committed to the integration of technology and understands the importance of ensuring teachers and students are prepared for digital learning. To demonstrate their commitment, beginning July 1, 2014, a Coordinator of Digital Learning will be in place to assist with the organizational aspects of the district technology program. This position will connect with what is really happening on each campus and to support their efforts while advancing technology to the next level. The role of the Coordinator of Digital Learning will offer additional instructional support, constructive feedback, and assistance in executing the action plans included in the District's Technology Plan which includes the idea of expanding students' digital learning skills while using electronic instructional materials for maximum implementation. This new position will also provide hands-on assistance that will directly impact the application of professional development in the area of technology within the classroom. The district offers technology training in June of each school year to keep teachers and administrators abreast of technology applications and best practices for impacting instruction. New teachers to the district participate in training in August of each year to acclimate them to the "Sheldon Way" which includes the technology infrastructure, programs, apps, and the goals and expectations of the district technology plan. The program will be designed to offer additional professional development at the beginning of the school year with follow-up sessions during the school year that are more prescribed to meet the needs of each individual teacher. The district is committed to maximizing the effectiveness of the grant funds that will support all classrooms and to establish learning environments that promote student achievement for all demographic populations. Systems will be in place to properly maintain all devices to increase the lifespan. The Director of Instructional Technology currently meets monthly with the Instructional Specialists to ensure implementation of goals and expectations. The Coordinator of Digital Learning will become an integral part of this team.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101924	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Use data from students' Tech App. Skills test to measure overall growth over time	1.	Technology Application Skills test results will show an increase by 3%
		2.	Results from mini assessments administered each semester
		3.	
2.	The amount of storage of collaborative projects located in Google Drive each semester	1.	Google Drive storage will reach 10% by the end of the fall semester
		2.	Google Drive storage will reach 20% by the end of the school year
		3.	
3.	Results from parent, student, & teacher surveys facilitated each semester	1.	Responses with an overall 3 or better on a Likert scale of 1 (low) to 5 (high)
		2.	
		3.	
4.	English Language Arts & Math benchmark assessment results for all students & ELL students	1.	Increase students' overall scores by 3% in ELA and mathematics
		2.	Increase ELL student scores by 3% in ELA and mathematics
		3.	
5.	STAAR ELA and math results for all students & ELL students	1.	Increase students' overall scores by 3% in ELA and mathematics
		2.	Increase ELL student scores by 3% in ELA and mathematics
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Director of Instructional Technology and the Coordinator of Digital Learning will be responsible for collecting the necessary data that will have an impact on program effectiveness. The data will be prepared in order to conduct a self-assessment to ensure program quality and to increase overall probability of attaining desired goals. The process will facilitate the need for establishing a Technology Advisory Committee charged with the task of monitoring program components by reviewing pertinent data identifying strengths, areas requiring improvement, and offering recommendation for program quality. The committee will consist of the Director of Instructional Technology, Coordinator of Digital Learning, Director of Technology Infrastructure, a campus principal, a campus digital coach, parent, student, business partner, and/or community representative. We will use a participatory approach where all members have equal representation as they explore ways to improve the overall program. The Technology Advisory Committee will convene quarterly to review the data sets for program evaluation purposes. The committee will determine goal attainment and areas for improvement. The Director of Instructional Technology will be responsible for sharing the results of the self-assessment completed by the Technology Advisory Committee to the District's Administrative Team for district and campus support. The Director of Instructional Technology will also be expected to prepare a yearly update regarding program implementation to be presented to the Sheldon ISD Board of Trustees.

The data collected and reviewed by the team will not only include academic performance results, it will also include a quarterly report indicating the number of students checking out the devices, the frequency, as well as a report on routine maintenance of the devices and their overall care.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101924	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The funds will primarily be used to purchase Chromebooks which students may check out for school and home use to connect to various instructional resources to support the academics at the two middle school campuses in Sheldon ISD. Twenty-five devices will be provided to each middle school campus for the purpose of aiding instruction in a flipped classroom setting. The proposed plan of instruction will incorporate more student-centered instruction while taking the focus away from teacher-centered direct instruction. With the change of instruction occurring, the emphasis on student collaboration and small-group instruction will increase tremendously. The unit of concept would begin with the instructor administering a pre-assessment to determine prior knowledge. The students will then be assigned to watch a video of the lesson on hand. When watching the video, students will be expected to create notes in their interactive notebook by various methods including WSQ (When/Where, Summary, and Question), Cornell Notes, or an additional method preferred by the teacher. The student will then return to school the following day with their notes and participate in a whole/small group collaborative discussion on the video while contributing their questions, wonderments, and thoughts. After a brief discussion, students will complete an activity with their collaborative group while the instructor pull students aside to work with a small group and to provide a more individualized way of learning. If students were not able to access the technology, they will move to a separate area to watch the video on a device in the classroom before participating in the activity. After mastery is demonstrated, students will be given a post-assessment that will give the teacher additional knowledge of the student's growth areas as well as areas requiring additional support.

Students will be able to use Google Apps with the Chromebooks to take notes on a document that is shared with all students. With Google Chromebooks, students will be able to access the electronic version of the textbook the district purchased to be able to watch additional videos, practice on interactive real-world problem situations, and also assess their knowledge on the lessons learned. In addition to receiving the devices, students will be able to participate in a distance learning project via Skype by pairing their classroom with another class in a different city, state, or even country and give our students the exposure of traveling in which most of our students haven't been able to leave the city much less travel outside of the state. This will provide the students a sense of cultural diversity.

The remaining fifty devices will be housed in the schools' library and will be available for check-out by teachers and students. These fifty devices will be designated for checkout as follows: 25 for teachers with the primary focus of English Language Arts, mathematics, and English Language Development (for ELL students) and 25 for students with priority for ELL students. These devices will benefit a projected 150 students. Teachers are given "check out" access for up to a two week time frame. This two week maximum window allows teachers to generate and complete a unit lesson using technology integration. The students are given a "check out" time frame of a week. The one week window allows students the opportunity to use the devices and the educational apps outside of the classroom for homework assistance, individual projects, and unit exploration. The reason for the time limits is to allow the technology to be evenly distributed throughout the student population, as well as, allowing the school to input updates, complete maintenance checks, and maintain an inventory list and process and procedures.

An additional 25 Chromebooks will be purchased to serve the SPARK program, a district initiative that targets over-aged Eighth graders that are at-risk from both C. E. King and Null Middle School campuses. Targeted students have been retained for one or more years of school and have been predetermined to be in jeopardy of dropping out of school with at least a third of the targeted students comprise of English Language Learners. The Spark Program allows targeted students to work concurrently on the Eighth grade curriculum while completing high school course work using an online format in an effort to earn enough credits to graduate with their cohorts. Students have access to a computer during class, but some students require additional time to complete courses beyond school appropriate hours. These Chromebooks would be dedicated through the proposed program to give students participating in the SPARK program access to devices and electronic textbooks after school to stay connected and continue working towards completing their high school courses. Grant funds will also be utilized to cover the cost of internet access in the homes of students' who meet the eligibility criteria. This is another way of leveling the playing field while removing potential barriers.

C. E. King High School will mirror the "Flipped Classroom" process in 9th grade ELA classes similar to the program design that will be implemented at the middle schools; however, grant funds will only be needed by the high school to cover the cost of internet access in the homes of students' who meet the eligibility criteria.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101924	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The students currently enrolled in the Sheldon Early College High School uses laptops on a daily basis which were provided through a partnership with AT & T using district state compensatory funds to support at-risk students. These funds are limited as they are currently being used to support other program areas required to promote student academic success. We hope to continue the partnership with AT & T to provide devices for the Sheldon Early College High School. We expect this program to expand to the C. E. King High School ninth grade student population replicating the program we will establish at the two middle school campuses if the grant funds are awarded. The process currently established for ensuring students have dedicated access to a technology device will be continued as we begin to expand the lending process across other campuses and grade levels based on academic needs. The Sheldon Early College High School has systems in place with resounding success in preventative maintenance, inventory process, and 100% return on all devices. Processes and procedures for additional devices purchased using grant funds will be standardized to ensure devices are available to meet the needs of the student population.

Students accessing the devices will be monitored for appropriate use and proper care. The key to expanding the lending program is to effectively maintain all equipment to maximize the life of the devices.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101924	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program Grant would assist Sheldon ISD in the process of meeting the current district technology mission, address target key areas of need, and promote specific planned strategies stated in the Sheldon ISD Technology Plan that is on file with the Texas State Board of Education. Sheldon ISD District Technology Plan 1.2.5 states that all students will have access to and select the appropriate technology to access, process, and convey information. Therefore, the Technology Lending Program Grant will:

1. Allow Sheldon ISD to support various learning styles, enhance instruction in the classroom, engagement of students and staff with ethical use of technology and digital citizenship, offer home computer/internet accessibility/connectivity for digital content, and support collaboration between teachers and students.

2. Address several key areas of concern: a. Address the need of improvement - upon productivity (using classroom technology integration), student mastery of technology applications at school and at home, and increased use of customized web based student learning activities/student learning management systems, i.e. Edmo do, iTunes University; b. Address the need of improvement - District's lack of digital devices per student, along with the lack of scheduled access to student online learning; and c. Address the need of improvement – District's lack of professional development focusing on Technology Integration, meeting the SBEC Technology Application Standards, and online teacher and student resources/content.

3. Address specific planned strategies: a. Provide opportunities for distance learning and blended learning; b. Increase digital device inventory levels; c. All student will have access to and select the appropriate technology to access, process, and convey information; d. increase network storage/cloud storage; e. Increase typing and speed accuracy.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101924	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data is collected and analyzed by each campus site-based team in an effort of creating the best possible plan to ensure overall student achievement of state and district goals and objectives. The plans are reviewed by district administrators to determine the overall needs of each campus based on each campuses self-assessment that is generated to complete their individual program evaluation. Upon completion of the process, the evaluations are reviewed at the district level. It becomes very apparent which campus requires the most assistance in achieving individual goals.

Based on the information shared as a result of the data analyzed used to develop the needs assessments, it was determined that the two middle schools would benefit greatly from this program as well as the ninth grade students at C. E. King High School in ELA. The campuses were selected based on a data set that included State assessment data, grades, attendance records, discipline files, and promotion rate. Below is the information used to drive the decision-making process:

Table 1 - 2013 STAAR DATA Percentage of Sheldon ISD students passing Reading/Writing/Math											
	State			District			Campus			ELL		
	R	W	M	R	W	M	R	W	M	R	W	M
Sheldon ISD	41%	32%	34%	29%	21%	25%	---	---	---	10%	8%	18%
Sheldon Early College High School							80%	65%	96%	50%	50%	100%
C. E. King High School							26%	19%	18%	10%	4%	7%
C. E. King Middle School							28%	14%	27%	6%	4%	17%
Null Middle School							34%	24%	31%	12%	10%	18%

The overall plan includes allowing student access to Chromebooks that can be checked out to support the implementation of a virtual classroom experience. Teachers and students will be able to collaborate from school to home. The overall STAAR data for C. E. King Middle School and Null Middle School indicates a need for supporting all students in all content areas with a primary focus on English Language Arts and Mathematics for the English Language Learners (ELL) to establish a foundation for learning.

To ensure we are providing access to devices and internet services of students with the greatest need, a survey will be completed by all students in August of 2014. The survey will inquire about students' access to devices and internet in the home. Based on the results, priority for lending the devices will be for students with limited or no access in the home with a special focus on ELL students. Students without internet access in the home will be requested to complete an application determining eligibility for reduce cost for services using a program titled "Internet Essentials" support by Comcast Internet Services. The cost for the reduced services will be cover by the grant. We have estimated using appropriately $12,500 to support residential access to the Internet.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101924	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Many students in Sheldon ISD do not have smart phones, data packages on their phone, or a phone at all. Because of this, students do not always have access to technological instructional activities used every day in classrooms across the country today, such as Nearpod. This program will not only benefit students in class, during the school day, it will also allow students to collaborate with their peers and their teachers outside of school, just like most college students. This directly aligns with one of our top goals, which is college and career readiness. Additionally, students will be able to utilize the many online components that our textbook publishers offer in class and at home. The ELA and mathematics scores on the state assessment are relatively low for all students; however, the scores for ELL are especially low and fall well below the average for the state, region, and district. Through the implementation of the lending program, we will be able to capitalize on the use of electronic instructional resources to support academics and improve students' overall performance. Teachers will have another means for reaching struggling students via strategies that are design to engage and motivate while sparking an interest in learning. This will benefit students who have not passed the state STAAR assessment offering at-risk students the opportunity to check out devices to use for completing assignments from school to home and assisting students in gaining additional practice for mastery of content.

The lending program will support our current curriculum in several ways. It will permit students to continue their learning outside of the classroom by accessing the multiple resources that are provided online, including electronic textbooks. It will also allow students convenient access to their teachers via internet communication while they are working at home. Our goal is to expand the technology integration currently in place at the Sheldon Early College High School (ECHS) to ninth grade students enrolled at C. E. King high school and the two middle schools. Students enrolled in the Sheldon Early College High School utilize Edmodo to communicate with their classroom teachers while at home in an effort to access academic support as they are engaged in the learning process. It also affords students the opportunity to engage in collaborative dialogue with their peers. We have observed the positive impact technology has had on student academic growth and development based on the program established at the ECHS.

The lending program will support our current instructional goals by providing students with a 21st century way of learning. Students can access so many valuable instructional resources online, from graphic organizers and tutorials with quizzes and individualized data to online educational videos. The instructional possibilities for students online are unlimited.

One of our classroom management goals in Sheldon ISD is to teach students how to make good decisions regarding their own behavior, in an attempt to prepare our students for their future college and/or career experiences. We will continue to support that goal through this lending program by modeling correct behavior for students and expecting students to take care of their device, to make good choices when it comes to how and why they're using their device, and to manage their time well at home and at school with regarding to using the device. Just as we expect students to respect others and school materials within classrooms, we will continue setting those expectations for students while using their devices in school and at home.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101924	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Sheldon Early College High School has access to laptops to support the instructional program. Each student in grades nine and ten are assigned a laptop to facilitate the following activities: online courses for acceleration and credit recovery, online collaboration with peers and staff through Edmodo, use of applications such as Geo Sketchpad, My ITLAB, NearPod, research, guided and interactive instruction and formative assessment, etc. Teachers who instruct in the areas of English language arts and mathematics are taking advantage of this process.

Null Middle School has created a pilot "Flipped Classroom" providing opportunities to collaborative after school hours, to ask questions regarding assignments through Edmodo, and to extend the learning beyond the regular school day. These eighth grade algebra I students participate in collaborative dialogue concerning content presented and discussed in the classroom during the school day. This allows students the opportunity to gain clarification or additional information to successful complete the required task.

C. E. King Middle school has also created a pilot "Flipped Classroom" in a sixth grade mathematics class where students use various devices to access learning videos produced by the classroom teacher. Because student access is limited, it decreases the instructional resources that could be utilized to support instruction. Due to the current limited access and/or lack of a device, the teacher has to spend additional time creating DVDs for students to use to view certain lessons. The lending program will decrease teacher preparation time and increase and expand students' access to electronic instructional materials to support the English language arts and mathematics curriculum.

C. E. King Middle school instituted a program for over-aged students titled "SPARK." The students participate in face to face instruction as well as work individually to complete online course work in an effort to recover credits which contributed to them lacking behind their fellow cohort. Due to limited access to technology and internet services in the home, the students struggle to complete assignments in a timely manner which limits the number of credits earned each school year. The technology lending program will provide a device for each student to use on a regular basis increasing their opportunity of recovering the credits required to graduate on time.

C. E. King High School will begin to utilize devices to support 9th grade ELA classes mirroring the program at the middle schools. The grant will only support the cost of providing internet services in the homes of eligible students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101924	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to begin the implementation process, teachers will participate in a survey May 2014 to evaluate their knowledge of using electronic instructional materials in the classroom to support instruction. Teachers will be grouped according to their individual knowledge and expertise. In June 2014, teachers who instruct ELA, mathematics and English Language Development will participate in one of the following training sessions: Flipped Classroom 101 for beginners or Flipped Classroom 201 for intermediate learners. Professional development will be provided in June to support the use of electronic instructional materials such as electronic textbooks, etc. to support the ELA and mathematics content areas. Other training opportunities will be provided on the use of various technology apps to support learning in the classroom. In August, the Flipped Classroom training components will be repeated for new teachers hired in the district as well as for current staff not able to attend the June sessions. Teachers must attend at least one of the training sessions and observe the model classroom to be eligible to check out the Chromebooks for instructional purposes. Teachers will also be expected to implement at least one flipped classroom lesson within a given amount of time. A reflection sheet will be completed to provide the teacher feedback on the process to ensure successful implementation. One day a month ELA, mathematics, and English Language Development teachers will attend a session before/after school where they learn one or two different strategies of how using the flipped classroom model can improve student performance. Beginning October 2014 through April 2016 and beyond, teachers will participate in professional learning communities (PLCs) to share ideas based on their experiences as they integrate technology. We anticipate devoting a portion of monthly faculty meetings to focus on the implementation of the flipped classroom, Edmodo, Google Apps, and other electronic applications.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district technology infrastructure has the ability to support the plan of providing devices to students to support the academics. With our 1GB internet bandwidth pipe and our 10GB network backbone, we are able to provide end users with a fast, reliable network. All campuses are outfitted with wireless Access Points throughout all facilities, providing wireless signal in every classroom. With our district Google domain accounts, students are able to fully utilize all of Google's applications/components made possible with the Google Chromebooks.

The team is constantly updating the system to accommodate the technology needs ensuring reliability and efficiency of the implementation process of the proposed project.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101924	Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students without internet services in the home will complete a request form that will be processed through the campus Instructional Technology Specialist. Once the necessary information is collected and eligible students are identified, parents will receive additional information to complete to determine if they qualify for support of providing internet services at one of the two reduced prices. Students who receive free and/or reduce lunch cost qualifies for a reduce price of $9.95. All other students would generate a cost of about $37.99. The district will be responsible for contacting the internet provider and beginning the steps of securing the internet services for the students. We will strive to provide a process that will be parent friendly providing the necessary support to facilitate the process in a timely manner.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has a technology department that consist of a Director of Technology Infrastructure, a Systems Specialist, and five computer technicians who are very capable of supporting the anticipated student use of the devices. Each campus also has a Technology Instructional Specialist who can assist with troubleshooting issues. There is an electronic process in place for staff to submit a request for hardware and software assistance through a program titled "Eduphoria." This will allow the team to track maintenance and repair tickets for hardware reliability.

The technology department also has a Director of Instructional Technology and a Technology Data Specialist to provide additional assistance with the implementation of instructional resources through classroom modeling and district-wide and/or campus training opportunities.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There will be three campuses participating in the Technology Lending Program which are C. E. King High School, C. E. King Middle School and Null Middle School. However, C. E. King High School will only utilize grant funds to support providing internet services in the homes. The two middle schools will utilize the grant funds to purchase Chromebooks, and provide internet services in the homes as needed for eligible students. Each campus will facilitate a process unique to their campus to meet the overall goals and expectations established by the campus planning team. Currently, Sheldon Early College High School has access to laptops to support the instructional program. Each student in grades nine and ten are assigned a laptop to facilitate the following activities: online courses for acceleration and credit recovery, online collaboration with peers and staff through Edmodo, use of applications such as Geo Sketchpad, My ITLAB, NearPod, research, guided and interactive instruction and formative assessment, etc. supporting ELA and mathematics curriculum areas. This program has become a model for other campuses to emulate. As a result of this pilot, C. E. King Middle School and Null Middle School will pursue the option of offering a lending program. If grant funds are provided to support the lending process, we will develop a system that will be consistent across the district for all campuses currently implementing a lending program as well as campuses planning to facilitate a program in the future. The check in and out process will involve the campus librarians and Instructional Technology Specialists working collaboratively to ensure all devices are accounted for and remain in proper working condition. As a means of tracking and securing the devices, the library circulation system, Destiny, will be used to facilitate this process. Destiny is the system currently used to regulate the circulation of the campuses library books, videos, and equipment such as televisions, cameras, and projectors. Information regarding the devices will be catalog by assigning a material number and creating a record in the Destiny system. The record will contain a description of the device including the serial number. A district barcode will be attached to the device to identify it as property of the specified campus. At this point, the device would be ready for check out. The required date for all devices to be returned or check in will be contingent upon the nature of the assignment or project as describe by the classroom teacher. A student will be able to check out a device for a period of one week unless the teacher has submitted a special written request to the librarian. Upon return of the device, it will be inspected for basic operational functions before lending to the next student. Teachers will be able to check out a class set of devices for a period of two weeks to facilitate a classroom project/assignment.

C. E. King High School will also facilitate a lending program using equipment already available for the ninth grade ELA students. The program will follow the same processes and procedures as the two middle schools. However, grant funds will only need to support providing internet services in the home of eligible students.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101924	Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for maintaining all equipment will be supported by a well-defined inventory process. The devices will be maintained by the librarian with support from the Instructional Technology Specialist on each perspective campus. Each device will be coded and logged in the Destiny system. At the end of each school year, the devices will be inventoried to ensure 100% collection as well as to check the condition of each device by the technology department. The district has established guidelines and procedures for lending technology devices to students in which the parents must read and sign the necessary forms prior to lending the device to individual students. The parent/student lending packet will consist of the following documents: A Device Insurance Agreement, A Laptop Repair Agreement, and a copy of the Laptop Insurance Application. Parents will have the opportunity to purchase protection insurance on their own. A meeting will be held to review the components included in the packet to ensure parents understand the policy and procedures and the overall responsibilities for the technology lending process. If devices are not returned in a timely fashion, students will not be allowed to check out a device in the future.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Coordinator of Digital Learning will be responsible for the development and implementation of a Technology Lending Agreement. The initial document will be modeled after the technology lending agreement currently used by the students participating in the Sheldon Early College High School (ECHS). However, it will be tweaked based on the specific needs of this program while taking into consideration suggestions for improving the process offered by the ECHS. The Coordinator will work with the Instructional Technology Specialist (ITS) on each of the three participating campuses to facilitate the process of communicating with students and parents regarding the content of the document and the importance of adhering to all policies and procedures included. It will be stressed to the parents and included in the documents the importance of students using the devices and internet services solely for educational purposes. The information will also reference the existing Responsible/Acceptable Use Policy document which will continue to be required for all parents and students to sign. The ITS will be responsible for collecting the signed documents and maintaining one copy at the campus level and a second copy at central office. The Instructional Technology Specialists will also maintain the necessary documentation indicating that all students receiving internet access at home demonstrate grade level mastery of the Digital Citizenship strand of the Technology Application TEKS. This entire process of having the opportunity to check out a device will be first introduced through a parent letter at the beginning of the school year. Additional information will be shared at the "Parent Meet and Greet" night held at the beginning of the year where parents will be allowed to ask questions for clarification purposes. Information will also be available on the district's website.

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